

GRADE 2

Communities Here and across the World

Standard 2-1: The student will demonstrate an understanding of cultural contributions made by people from the various regions of the United States.

2-1.1: Recognize the basic elements that make up a cultural region in the United States, including language, customs, and economic activities. (G, H, E, P)

Taxonomy Level: A 1 Remembering Factual Knowledge

Previous/future knowledge: In the first grade (1-1.2) students learned the ways in which people are both alike and different from one another in different regions of the United States and the world, including their culture, language, and jobs. In the fourth grade (4-5.6) they will be asked to compare the experiences of different groups who migrated and settled in the West, including their reasons for migrating, their experiences on the trails and at their destinations, the cooperation and conflict between and among the different groups, and the nature of their daily lives.

It is essential for students to know the distinct characteristics of a cultural region, the natural features of cultural regions in the U.S., and the meaning of cultural diversity. Students should know examples of these characteristics and features such as language, customs, and economic activities. Students should understand the diversity of these features across the United States.

It is not essential for students to know specific language, customs, and economic activities of people in regions outside of the United States. Students do not have to compare specific, diverse cultural characteristics of regions across the United States.

Assessment guidelines:

Appropriate assessment requires students to *recognize* the basic elements of a cultural region, therefore, the primary focus of assessment should be to *identify* elements such as language, customs, and economic activities within regions of the United States.